



ACHIEVING EXCELLENCE TOGETHER

Inspiring independent learners with Jesus by our side

Primary PE & Sport funding

At St Bede's Catholic Primary School we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Grant for academic year 2020/2021

£17696

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Maintaining 2 hours of PE per class per week across the whole school year. With the limitation of equipment and physical interaction across the school year, staff have been flexible and creative with planned units as well as using VRSSP covid safe resources so as to still provide a rich curriculum experience. • Raising and maintaining the profile of being active as part of healthy lifestyle that supports both mental and physical health. The timetabling of the whole school grounds has led to active 30:30 sessions becoming embedded as part of the daily routine with active sessions or outdoor lessons. • Maintaining relationships and links with external providers. Due to covid restrictions the opportunities to use outside coaches was severely limited. However, working within restrictions we were able to offer after school provision for golf, tennis, athletics and rounders as well as in school curriculum provision/CPD for cricket, tennis, dance, rugby, swimming and archery. 	<ul style="list-style-type: none"> • More detailed breakdown of assessment required. Current system provides details against ARE but doesn't drill down in enough detail to specifics across PE skills. • Linked to this is monitoring of PE teaching and delivery. Covid has meant mixing for observation has been difficult and Covid has also limited/affected the units that we planned across the year. If restrictions are relaxed then a more structured approach here will be allowed next year. • Child lead activities to be re-introduced Covid permitting. Use of PGL and SSOC have been limited due to restrictions on mixing (bubbles) and on equipment. As these are hopefully eased it will allow UKS2 to once again operate as school leaders in this regard, supporting playtime activities as well as more intra-school competitions.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:
			10%
Intent	Implementation	Impact	Sustainability

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To rebuild pupil leadership focus through relaunch of School Sports operating Crew (SSOC), Playground leaders (PGL), and Change for Life club (C4L). This would then advance into planning active days, running Ready Set Ride programs as well as intra-school personal best challenges. The re-establishing would also set the foundation for the next year to allow transition to take place rather than constant relaunch.</p> <p>To build on the change COVID has had to our daily routine around our Active 30/30. To consider how this links to mental wellbeing and can be used to support and/or benefit certain groups of children both in school and at home.</p>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <p>We have used a rainbow timetable to allow best use of the whole school grounds. This has enabled staff to plan active sessions embedded within daily timetables as well as making best use of the space within the school grounds in a co-ordinated way.</p> <p>These actions have allowed children returning after Covid closure to have more focus on physical activity as an important part of the school day (and linked to supporting mental well-being). Rather than focussing on specific groups, the aim has been to highlight to the children the variety of ways activity can be built into their days and the positive impact it has on their mental wellbeing and learning time.</p> <p>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times. We also have continued use of Teach Active (Maths of the Day) across the school. Our school runs a recreational running programme called Trek2Tokyo where</p>	£1770	<p>Active sessions are now embedded as part of the day to day curriculum across the all year groups. This is evident from the greatly increased use of the outdoor space, clearer timetabling of hall space and the developed use of PE equipment. Outdoor storage areas have been set up by the MUGA and by Y5 with sets of equipment e.g. footballs, tennis rackets/balls sorted for use by specific bubbles so as to develop variety and familiarity.</p> <p>A key positive example would be the use of the MUGA which is now timetabled for PE sessions as well as bubble use across break/lunch/other curriculum times enabling different groups to engage in a range of activity with minimum fuss. Examples would be Y2 having Trek to Tokyo time on a Monday and Tuesday afternoon with the playground as an alternative to the field in adverse weather, or UKS2 having break out time on the MUGA around staggered finishing times at the end of the day.</p>	<p>Retention of rainbow timetable to support active 30/30 planning beyond covid.</p> <p>Continued equipment review and development of class set of equipment keep around school for easier access.</p> <p>Re-launch of the PGL and C4L schemes once bubbles are released.</p> <p>SSOC to develop roles post covid to include more intra-school events.</p> <p>Development of themed weeks beyond NSSW to incorporate more mental health/well being as personal best elements.</p> <p>Development of RSR scheme across KS1.</p>

	<p>pupils run or walk laps of our designated track</p> <p>Our midday assistants received updates to help them develop more activity at lunchtimes and to support better use of the various outdoor spaces, including the MUGA.</p> <p>We have engaged with the Big Pedal scheme to improve pupils' skills and confidence and support them and their families take up more active travel to and from school.</p> <p>Throughout school closure our school has continued to promote physical activity with its school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day for example through our local Family Photo Trail programme where families follow simple trails which motivate participation</p> <p>We have promoted 12 Active Days of Christmas, Children Mental Health Week, Change 4 Life Week campaigns as well as the use of programmes such as 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc.</p> <p>The Active@Home section of our school website has also been updated to support children whilst at home.</p> <p>For children in school we have maintained regular daily activity and shared suggested activities to inspire further engagement of those at home. On reopening our school focused on supporting social reconnection with outdoor learning.</p> <p>We took part in National School Sport Week designed to encourage</p>		<p>Since COVID has permitted the return of external coaches, we have had 100% uptake on all after school offered clubs in Summer term. E.g. golf, athletics, tennis.</p> <p>Due to Covid impact on our C4L this was adapted to focus on teamwork and playing without equipment. The whole of LKS2 were allowed sessions with staff where co-operation and imagination were encouraged as a way to combat 'getting on' issues following the closures of covid. Children then took over these sessions with mid-day support after initially being staff lead.</p> <p>This was also developed by our PESSCO who oversaw and advised on the play time sessions. Pupils enjoyed our Trek2Tokyo yearlong aim as it enabled them to continually strive for personal best distances whilst also working as a school. We covered 15% of the whole distance in the end which was a great achievement from all across the school. The layout was also used at Christmas for a 'Rudolph Run' the whole school took part in and raised almost £6000.</p> <p>During the Big Pedal event in April we recorded 32.18% journeys to school via active travel, a total of 1243 over the 2 weeks which placed us 37th</p>	
--	--	--	--	--

	<p>engagement and celebrate physical activity across the whole school. Upgrades and repairs also made to trim-trails in grounds so children can safely make best use of practical equipment during outdoor playtimes.</p>		<p>in the whole North-west region. On our previous attempt 2 years ago we managed 672 journeys so this was a good increase. This was a great achievement for our school due to our faith USP meaning not all pupils will live very locally to the school too. The event was supported by publishing our data on social media and with photos and videos of children/parents taking part also on social media. Social media also supported our link with children at home as it allowed us to share (as well as via teams/tapestry) linked to VRSSP challenges and events to keep active go for personal bests. Pupil voice from the past 12 months showed children feel their active levels have been maintained over the time period, albeit in different ways than they are used to due to the covid impact.</p>	
--	---	--	--	--

Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
Intent	Implementation		Impact	Sustainability
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>A whole school focus linked to embedding the benefits physical activity has on both physical health but also on mental wellbeing and on links to supporting learning. This is to be co-ordinated in line with supporting the effects of the covid closure on the lifestyle of the children, with a view to establishing positive messages to carry forward.</p>	<p>We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.</p> <p>We plan a covid safe athlete role-model visit to school to inspire our pupils to increase their participation in PE & School Sport.</p> <p>Staff have had information shared from Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives.</p> <p>We are included in the Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. This training course and supporting resources have been developed to support 'the beginner girl' aged 5 to 8 in developing their physical literacy, confidence and speaking & listening skills through the medium of creative play and storytelling. It is expected that through the programme, these girls will grow in confidence which will lead to them becoming more physically active in the</p>	<p>£2330</p>	<p>Following on from the previous 2 years (Gold School Games Mark) we have been awarded another certificate for positive engagement with the School Games mark process despite the intense covid limitation.</p> <p>Through support of staff and our PESSCO we have negotiated the bubble system within school to still try and promote active playtimes with bubble equipment sets and also Playground leaders sessions aimed at LKS2. During our return after Easter, sets of sports equipment (or crazes) were quarantined for each bubble. These included skipping ropes, tennis rackets/balls, hoola hoops etc. These were then available for children to play with each break/lunch/active session. As a result children were able to spend time developing consistent skills across a period of several weeks E.g. improving skips in a row, before moving onto a new set of equipment on a three week rotation.</p> <p>We've made full use of 5 a day website</p> <p>Four children from Y6 have acted as our Sport leaders. Despite being limited to their bubble they have taken part in leadership training and co-ordinated equipment sharing and results gathering for personal best and Sports Week challenges across the year. Sports Week activities have linked into other areas such as DT week (making healthy smoothies or designing Olympic equipment) or Mental health week. The focus during</p>	<p>Links established with ELSA and PSHE lead to look at ways of building in more physical based interventions. Use being active as a way to support academic and mental progression.</p> <p>To re-launch playground zoning once covid safe. This will allow the continuation of 'crazes' and time with equipment but also allow clear areas within the outdoor space for classes to operate.</p> <p>SSOC to lead on intra-school events.</p>
--	---	--------------	--	--

	<p>playground and engaging in a wide range of activities.</p> <p>Throughout lockdown periods or where children are required to self-isolate, our school has supported a daily challenge programme to promote regular physical activity and has taken part in a cluster assembly led by an athlete mentor which referenced the strategies they use to keep themselves well in terms of both of physical and mental wellbeing. Personal best posters used throughout school. Each class would select a value such as tolerance/teamwork and then these skills would be woven into the PE lessons as well as within class. The aim is for children to understand that these skills are as important in PE as athletic skills but also apply to other aspects of their lives. Pupil voice across year to review this (COVID limited).</p> <p>Personal safety sessions to be re-introduced for Y6 linked to looking after the whole self.</p>		<p>these weeks has been on inclusion and the holistic approach to physical health so as to include all. Awards and prizes were shared for designing healthy menus and suggesting C4L changes to school as well as for sporting excellence.</p> <p>At the start of the year a new overview for teaching topics in PE was launched. This was prepared in line with PESCCO support. Staff negotiated various COVID limitations being creative and including VRSSP Covid safe plans and personal best challenges to make sure children received the best quality PE teaching against our assessed goals.</p> <p>Children and staff engaged with our athlete assembly (virtual by Nichola Minichiello) with questions submitted from across the school and used in the assembly. We also promoted a video by Nichola discussing the merits of being active over the summer, and shared this with some summer activity ideas bespoke for our school children. Social media and teams/tapestry were used to share daily challenges successfully. An example of this would be the #2021 fitness challenge activity tracker, see PE file for y3 pupil completion.</p>	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			21%
Intent	Implementation	Impact	Sustainability

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>New PE overview shared with staff prior to start of the year.</p> <p>Staff have opportunities to feedback to SL on issues around delivery, support, space, equipment etc in staff meetings or face to face so that overview can be made more robust and any support provided. This will be ongoing across the year.</p> <p>SL allowed time to observe lessons support/identify how well existing training and resources e.g. Cheshire Dance, is being utilised.</p> <p>Re-establish monitoring and evaluation across the PE curriculum. New Ipads for each class purchased and used to record PE evidence. Data collection and pupil voice recommenced after Covid interruption followed by observations aimed at reviewing the impact of PE implementation.</p>	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</p> <p>Our school has the support of a specialist PE teacher (our PE & SchoolSport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>Our staff attended an update in their training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling training provided by the Football Association as well as receiving new updated resources for use in small group active interventions. Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will continue to use their online tool to support developments going forward.</p> <p>Our staff have continued to engage in professional development in PE, SchoolSport and Physical Activity throughout COVID-19, including:</p> <ul style="list-style-type: none"> • Applying for the YST Quality Mark • The Power of an Active School 	<p>£3570</p>	<p>Despite the limitation of training (virtual), <u>all staff</u> have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> • Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child. • Lots of good ideas to help deliver the curriculum more effectively. • The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. • More ideas about how to enable the children to make progress through the skills. • Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation. • Instant feedback and use of physical education vocabulary • Improved PE lessons and pupils engagement with lessons • Knowing in greater detail what is required during a PE session • Improve differentiation within the lesson • Lots of short activities to keep children engaged • Improved confidence in delivery of dance 	<p>Review of assessment of PE and purchase of 'Complete PE' as a whole school tool to co-ordinate progression, identify gaps and have clarity and flexibility around topics taught.</p> <p>To review training needs following the reduction on face-to-face training, especially within areas such as C4L.</p> <p>PE lead to observe lessons once bubbles removed so to make sure sessions are active and progressive.</p> <p>Continued use of YST quality mark audit to drive next steps.</p>

	<ul style="list-style-type: none"> • Creating the Best PE Provision for our Learners • Assessment in PE • FA Active Play through Storytelling & AS Clubs • YST Webinars • AfPE Webinars <p>Our lunchtime supervisors received updated support to help them aid the delivery of more active games, activities and use of our outdoor spaces within bubble formats during the past year.</p>		<ul style="list-style-type: none"> • Much more organised and challenging lessons with a clear objective. • Enhanced questioning • It has been extremely valuable to observe a specialist PE teacher. <p>Staff questionnaire done towards the end of the year. Outcomes allowed clarity of units covered around covid restrictions and information on needs around equipment and coverage for coming year.</p>	
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				49%
Intent	Implementation		Impact	Sustainability
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continued roll out of equipment from audit. Audit done last year but COVID delay prevented equipment being ordered or reduced necessity for it. Following update of overview and using some budget rolled over from last academic year, the completion of equipment updating needs to be finished. Identified areas include full class sets of equipment such as hockey sticks/tennis rackets where a few are missing, iPads for recording evidence, new school team kits, outdoor storage as well	We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in. Use of coaches allowed us to develop staff CPD as well as provide signposted links to external sports clubs which can allow children to continue on the activity	£8624	Specific to this section offers have included the below. These commenced following risk assessments to make sure that covid safety was balanced with our offer. Andy Ault returned to school to offer rounders, football and athletics after school clubs with full take up. Ben Derbyshire, PGA pro at Vale Royal provided a tri-golf ASC for KS2. We have also purchased full tri-golf kit with tri-golf now forming part of our KS1 curriculum offer.	Continue re-introduction of CPD coaches and coaches offering ASC to school. To combine this with complete PE overview so as to co-ordinate most accurate use of coaches in a CPD capacity (with staff input) and also combine this with PESCO support.

<p>as equipment for new activities e.g. tri-golf.</p> <p>To rebuild, through contact and review, links with external coaches who can recommence support with CPD and after school clubs with in the school. From this can be build a bank of links with out of school clubs and activity centres that can be made available for children to access. A process of monitoring this also needs to be set up.</p>	<p>they have found enjoyable within school.</p> <p>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</p> <p>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</p> <p>Our offer is inclusive, ensuring equal opportunity is presented to all groups. Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the Personal Challenge programme.</p> <p>We have used PE, School Sport & Physical Activity as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence, fitness and skills. We have used the suite of lesson plans designed to support learning across the PE curriculum which enables young people to engage with competitive activities at a level relevant to their confidence, competence and motivation. We have used the COVID-Impacts Physical Activity Directory and/or School Games Active Recovery Hub to ensure we use a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.</p>		<p>Cheshire cricket provided CPD training and sessions for both KS1 and 2 in summer term. The Y4 class reached the county finals of the virtual cricket event this year.</p> <p>PESSCO from St Nicholas returned to school and worked with 2 classes for an extended period of time offering CPD and covid safe equipment sharing and advice for staff.</p> <p>Cheshire Dance completed her CPD and dance work with Reception and Y1.</p> <p>Judo Education, provided Archery sessions and personal safety training for our Y6 classes.</p> <p>Hartford Tennis club provided x2 KS2 classes as well as offering CPD and a fully taken up ASC offer.</p> <p>Swimming sessions, were disrupted. We were able to recommence at Northwich Pool with a reviewed programme carrying into next year so as to secure correct provision going forward.</p> <p>Coaches from WPRFC provided a rugby taster session for UKS2 girls. Following the success of this we have had at least 2 of the girls progress into the club set up at WPRFC and continue their training.</p>	<p>Use pupil voice to drive organisation of coaches and sessions.</p> <p>To increase use of coaches/visitors in an education capacity</p> <p>To link coaches to competitive school sport preparation and equipment needs.</p> <p>To use social media and flyers to signpost children to clubs outside of school and to monitor the success of this.</p>
---	---	--	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	Sustainability
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To engage with virtual competitions within the sports partnership as much as possible. To link in the personal best challenge element here so as to increase involvement and make competition more enjoyable and inclusive.	We aim to take part in a wide variety of competitive sports both within school and against other schools. By adopting personal best style lessons planning to adapt to covid regulation and including all pupils to take part in local inter-school competitions (virtual) against other schools we aim to be fully involved in the School Games and other schools' competitions. Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children. During this week, due to covid, intra-school activities will be run on a daily basis across the key stage, with prizes celebrated within bubbles. We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter) although this will be limited by covid restrictions.	£1790	<p>Due to covid any face to face inter-school sport has not been available. As a result, with regard to inter-school competition, this has all been on a virtual basis.</p> <p>We entered a range of competitions along this format. These included virtual personal best challenges in Basketball, Netball, Hoopla, Hooping, rugby, cricket, Sports Hall athletics and golf. The notable feature of competitions in this format has been that rather than having a set team competing, the whole class compete. This has developed inclusiveness and allowed more children to represent the school in a more relaxed setting.</p> <p>Sports Week was the high point of our year's intra-school events. Having offered PB challenges through social media/links as noted above, during Sports Week we were able to include covid safe events within school. These included Bubble sports days,</p>	<p>To build on the enforced focus on intra-school competition making this more embedded through SSOC lead activities.</p> <p>To re-establish the positive set up around inter-school competition from pre-covid = School kit, team training sessions in preparation, celebration success online and in school. Positive and inclusive culture around representing the school.</p> <p>Opportunities for G&T or LA children to</p>

	<p>Throughout COVID-19 our school has been able to engage with the personal challenge programme, National School Sport Week Together and also the Cheshire & Warrington Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order to promote resilience, determination, self-belief and to build confidence. The competition programme has also allowed our children to compete alongside their peers in intra-school events as well as virtual competitions against other schools across the local area and wider county.</p> <p>Our school supported higher ability children from Key Stage 2 by enrolling them in the Performance Academy which supports those ready to take their competing further with masterclasses focusing on the fundamentals and goal setting.</p>		<p>challenges linked to netball, the European football championships, health eating and lifestyle choices. Prizes were awarded for all and a whole school zoom was also used to celebrate all the successes. Staff also met to discuss this and share highlights which included a KS2 child spontaneously running the 'around the field race' on his own and being cheered home by everyone.</p> <p>Y4 children achieved 4th place at county level in the virtual cricket competition.</p> <p>Another benefit was the use of the Personal Best competitions with PE sessions, for example Y2 using the Sports Hall Athletics tasks to link in with collecting data and working on the skills of team work and tolerance.</p> <p>School Games Mark Framework achieved.</p>	<p>attend VRSSP offered sessions.</p>
--	---	--	--	---------------------------------------

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Swimming programme not completed due to lockdown restrictions and pool closure.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Signed off by	
Head Teacher:	Louise Conlon
Date:	
Subject Leader:	Daniel Armstrong
Date:	29/07/21
Governor:	Jolanta Starsiak
Date:	

